



August 2011

DEPARTMENT OF EDUCATION
2010–2011 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State’s measure of student progress in achieving the State standards known as *Learning Results*. The New England Common Assessment Program (NECAP) and Maine Educational Assessment (MEA) are administered in grades 3 through 8 to meet state and federal assessment requirements. Since the spring of 2006, the Maine High School Assessment, consisting of the SAT Reasoning Test™ (SAT) and a science test, has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. The high school assessment also includes science testing. The combined set of tests comprises the Maine High School Assessment (MHSA).

These Maine High School Assessment Summary Reports contain the results of your student’s performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2011 critical reading, writing, mathematics, and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student item-level reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and science test questions that were taken by the nearly 15,000 publicly-funded students who were enrolled in their third year of high school across all Maine schools. The MHSA employs an assessment design that requires students to create an essay response to a writing prompt, generate answers to open-ended mathematics and science questions, and select answers to multiple-choice questions in all four disciplines. More information about the design, history, and use of the SAT can be found at: <http://www.maine.gov/education/mhsa/index.htm>.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Stephen L. Bowen
Commissioner of Education



High School Report

Test Date: May 2011
Code: 12941852
SAU: Five Town CSD
School: Camden Hills Regional H S

Contents of the Report

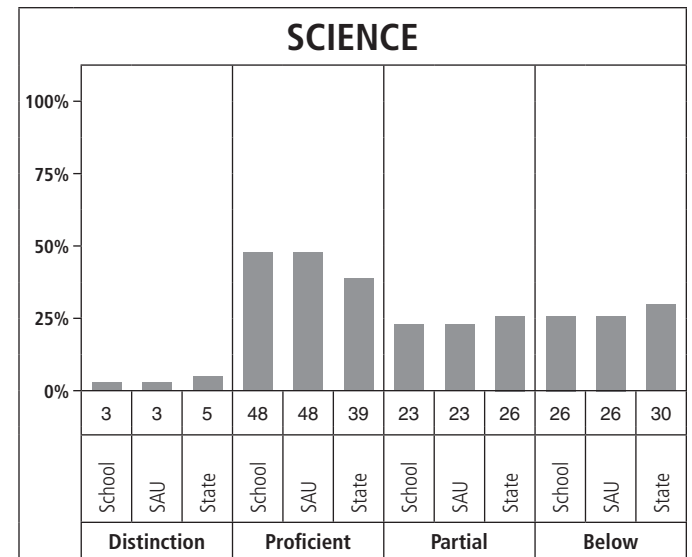
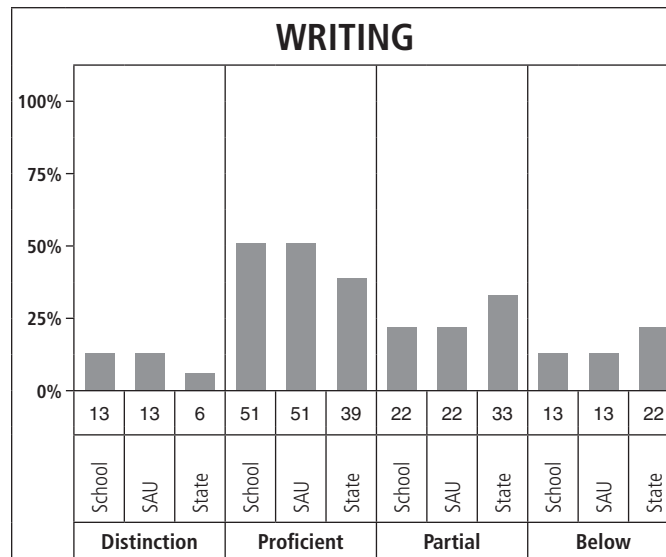
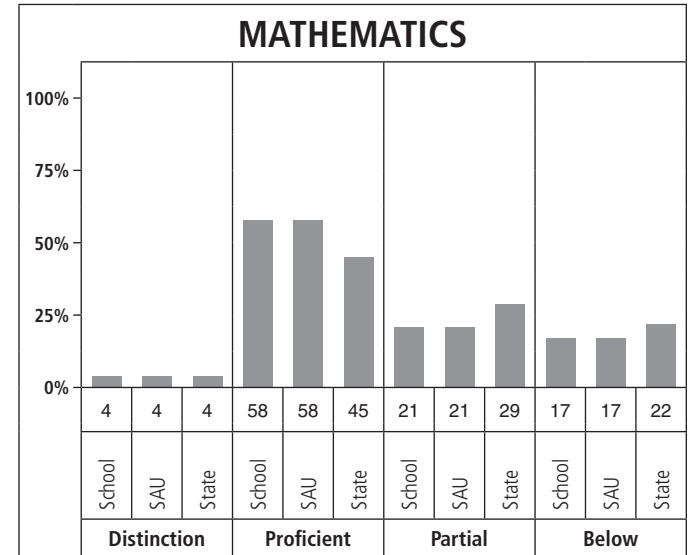
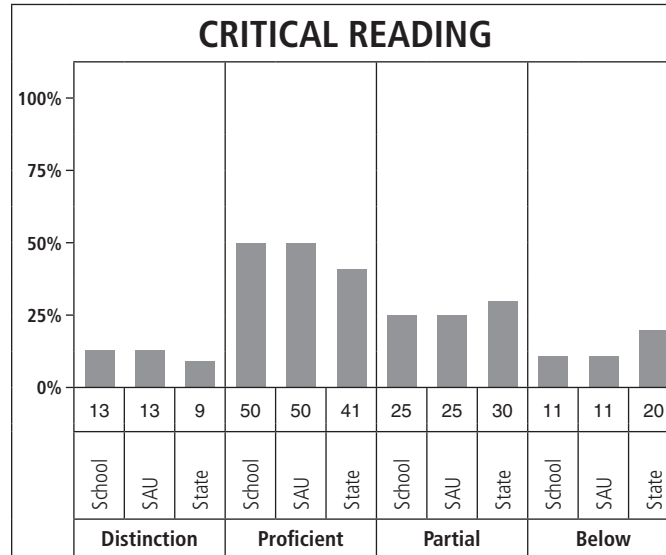
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1148	1147	1141
2009–2010	1148	1148	1141
2010–2011	1146	1146	1142
Cum. Average*	1147	1147	1141
Mathematics			
2008–2009	1144	1144	1141
2009–2010	1145	1145	1142
2010–2011	1145	1145	1142
Cum. Average*	1145	1145	1142
Writing			
2008–2009	1145	1146	1140
2009–2010	1147	1147	1140
2010–2011	1146	1146	1140
Cum. Average*	1146	1146	1140
Science			
2008–2009	1141	1141	1140
2009–2010	1143	1143	1141
2010–2011	1143	1143	1141
Cum. Average*	1142	1142	1141



*Cumulative averages are weighted—i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																								
	School		SAU		State		Critical Reading						Mathematics						Writing						Science						
	N	%	N	%	N	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Total number of students	161	100	161	100	14331	100	159	99	159	99	13752	96	159	99	159	99	13748	96	159	99	159	99	13759	96	161	100	161	100	13776	96	
Ethnicity Hispanic or Latino	2	1	2	1	174	1	2	100	2	100	155	90	2	100	2	100	155	90	2	100	2	100	155	90	2	100	2	100	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	0	0	116	1	0	0	0	0	103	89	0	0	0	0	102	88	0	0	0	0	104	90	0	0	0	0	104	90
	Asian	0	0	0	0	176	1	0	0	0	0	170	97	0	0	0	0	170	97	0	0	0	0	170	97	0	0	0	0	158	90
	Black or African American	2	1	2	1	364	3	2	100	2	100	337	93	2	100	2	100	339	93	2	100	2	100	338	93	2	100	2	100	344	95
	Native Hawaiian or Pacific Islander	0	0	0	0	7	<1	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	7	100
	White	157	98	157	98	13429	94	155	99	155	99	12919	96	155	99	155	99	12914	96	155	99	155	99	12924	96	157	100	157	100	12941	96
Two or more races	0	0	0	0	65	<1	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	95	
Identified disability	21	13	21	13	1998	14	21	100	21	100	1820	91	21	100	21	100	1820	91	21	100	21	100	1817	91	21	100	21	100	1846	93	
Current LEP	0	0	0	0	274	2	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	253	92	
Economically disadvantaged	40	25	40	25	4967	35	40	100	40	100	4644	94	40	100	40	100	4644	94	40	100	40	100	4649	94	40	100	40	100	4674	94	
Migrant	0	0	0	0	5	<1	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	4	80	

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	140	87	140	87	12231	85	140	87	140	87	12224	85	140	87	140	87	12238	85	142	88	142	88	12309	86
Identified disability (IEP)	7	5	7	5	732	6	7	5	7	5	730	6	7	5	7	5	731	6	7	5	7	5	786	6
LEP	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	197	2
Participation with accommodations	17	11	17	11	1315	9	17	11	17	11	1312	9	17	11	17	11	1318	9	17	11	17	11	1265	9
Identified disability (IEP)	12	71	12	71	882	67	12	71	12	71	878	67	12	71	12	71	883	67	12	71	12	71	858	68
LEP	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	51	4
Participation through alternate assessment (PAAP)	2	1	2	1	206	1	2	1	2	1	212	1	2	1	2	1	203	1	2	1	2	1	202	1
Identified disability (IEP)	2	100	2	100	206	100	2	100	2	100	212	100	2	100	2	100	203	100	2	100	2	100	202	100
LEP	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1
Non-participation – other	2	1	2	1	565	4	2	1	2	1	569	4	2	1	2	1	558	4	0	0	0	0	541	4

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2011
 SAU: Five Town CSD
 School: Camden Hills Regional H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the reading standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an “on demand” setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162–1180)	2008-2009	32	19	31	19	1339	9
	2009-2010	31	21	31	21	1369	10
	2010-2011	20	13	20	13	1165	9
	Cum. Total*	83	18	82	18	3873	9
Proficient – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142–1160)	2008-2009	80	48	79	48	5897	40
	2009-2010	60	41	60	41	5248	38
	2010-2011	79	50	79	50	5595	41
	Cum. Total*	219	47	218	47	16740	40
Partially Proficient – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130–1140)	2008-2009	35	21	35	21	4169	28
	2009-2010	40	27	40	27	4121	30
	2010-2011	40	25	40	25	4010	30
	Cum. Total*	115	24	115	25	12300	29
Substantially Below Proficient – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100–1128)	2008-2009	18	11	18	11	3255	22
	2009-2010	17	11	17	11	3081	22
	2010-2011	18	11	18	11	2776	20
	Cum. Total*	53	11	53	11	9112	22

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	157	20	13	79	50	40	25	18	11	1146	157	13	50	25	11	1146	13546	9	41	30	20	1142
Gender																						
Male	86	8	9	39	45	26	30	13	15	1143	86	9	45	30	15	1143	7007	8	38	29	24	1140
Female	71	12	17	40	56	14	20	5	7	1149	71	17	56	20	7	1149	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						151	9	36	26	29	1140
American Indian or Alaskan Native	0										0						103	4	31	33	32	1137
Asian	0										0						165	10	42	19	29	1141
Black or African American	2										2						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	153	20	13	77	50	40	26	16	10	1146	153	13	50	26	10	1146	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	0										0						252	<1	3	19	77	1123
Former LEP student - monitoring year 1	0										0						14	0	36	50	14	1139
Former LEP student - monitoring year 2	0										0						17	0	59	41	0	1143
All Other Students	157	20	13	79	50	40	25	18	11	1146	157	13	50	25	11	1146	13263	9	42	30	19	1142
IEP																						
Students with an IEP	19	0	0	2	11	8	42	9	47	1128	19	0	11	42	47	1128	1614	1	11	26	62	1128
All Other Students	138	20	14	77	56	32	23	9	7	1149	138	14	56	23	7	1149	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	39	3	8	19	49	9	23	8	21	1142	39	8	49	23	21	1142	4522	3	30	33	33	1136
All Other Students	118	17	14	60	51	31	26	10	8	1147	118	14	51	26	8	1147	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	157	20	13	79	50	40	25	18	11	1146	157	13	50	25	11	1146	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	157	20	13	79	50	40	25	18	11	1146	157	13	50	25	11	1146	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	9										9						431	9	39	31	22	1141
All Other Students	148	18	12	74	50	38	26	18	12	1146	148	12	50	26	12	1146	13115	9	41	30	20	1142

Level 4 = Proficient with Distinction Level 3 = Proficient Level 2 = Partially Proficient Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162–1180)	2008-2009	7	4	7	4	596	4
	2009-2010	10	7	10	7	524	4
	2010-2011	6	4	6	4	571	4
	Cum. Total*	23	5	23	5	1691	4
Proficient – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142–1160)	2008-2009	82	49	81	49	5674	38
	2009-2010	77	52	77	52	5736	42
	2010-2011	91	58	91	58	6040	45
	Cum. Total*	250	53	249	53	17450	41
Partially Proficient – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134–1140)	2008-2009	46	28	46	28	4622	31
	2009-2010	37	25	37	25	4444	32
	2010-2011	33	21	33	21	3910	29
	Cum. Total*	116	25	116	25	12976	31
Substantially Below Proficient – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100–1132)	2008-2009	31	19	30	18	4116	27
	2009-2010	24	16	24	16	3103	22
	2010-2011	27	17	27	17	3015	22
	Cum. Total*	82	17	81	17	10234	24

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	157	6	4	91	58	33	21	27	17	1145	157	4	58	21	17	1145	13536	4	45	29	22	1142
Gender																						
Male	86	2	2	47	55	18	21	19	22	1144	86	2	55	21	22	1144	7003	5	45	27	22	1142
Female	71	4	6	44	62	15	21	8	11	1146	71	6	62	21	11	1146	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						151	5	30	33	32	1139
American Indian or Alaskan Native	0										0						102	1	31	29	38	1137
Asian	0										0						165	10	53	19	18	1145
Black or African American	2										2						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	153	6	4	91	59	30	20	26	17	1145	153	4	59	20	17	1145	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	0										0						252	2	10	22	66	1130
Former LEP student - monitoring year 1	0										0						14	0	64	21	14	1144
Former LEP student - monitoring year 2	0										0						17	12	47	29	12	1145
All Other Students	157	6	4	91	58	33	21	27	17	1145	157	4	58	21	17	1145	13253	4	45	29	21	1142
IEP																						
Students with an IEP	19	0	0	1	5	4	21	14	74	1129	19	0	5	21	74	1129	1608	<1	9	23	68	1130
All Other Students	138	6	4	90	65	29	21	13	9	1147	138	4	65	21	9	1147	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	39	1	3	16	41	14	36	8	21	1142	39	3	41	36	21	1142	4519	1	29	34	36	1137
All Other Students	118	5	4	75	64	19	16	19	16	1146	118	4	64	16	16	1146	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	157	6	4	91	58	33	21	27	17	1145	157	4	58	21	17	1145	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	157	6	4	91	58	33	21	27	17	1145	157	4	58	21	17	1145	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	9										9						431	4	38	33	25	1141
All Other Students	148	5	3	85	57	32	22	26	18	1144	148	3	57	22	18	1144	13105	4	45	29	22	1142

Level 4 = Proficient with Distinction Level 3 = Proficient Level 2 = Partially Proficient Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested. N = Number

WRITING RESULTS

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the writing standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
<p>Proficient with Distinction – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162–1180)</p>	2008-2009	19	12	19	12	1062	7
	2009-2010	24	16	24	16	974	7
	2010-2011	21	13	21	13	865	6
	Cum. Total*	64	14	64	14	2901	7
<p>Proficient – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142–1160)</p>	2008-2009	87	53	86	53	5706	39
	2009-2010	68	46	68	46	5463	40
	2010-2011	80	51	80	51	5255	39
	Cum. Total*	235	50	234	50	16424	39
<p>Partially Proficient – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130–1140)</p>	2008-2009	37	22	36	22	4487	31
	2009-2010	32	22	32	22	4385	32
	2010-2011	35	22	35	22	4419	33
	Cum. Total*	104	22	103	22	13291	32
<p>Substantially Below Proficient – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100–1128)</p>	2008-2009	22	13	22	13	3408	23
	2009-2010	24	16	24	16	2997	22
	2010-2011	21	13	21	13	3017	22
	Cum. Total*	67	14	67	14	9422	22

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	157	21	13	80	51	35	22	21	13	1146	157	13	51	22	13	1146	13556	6	39	33	22	1140
Gender																						
Male	86	8	9	39	45	22	26	17	20	1142	86	9	45	26	20	1142	7014	5	33	34	28	1138
Female	71	13	18	41	58	13	18	4	6	1150	71	18	58	18	6	1150	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						151	7	27	40	25	1138
American Indian or Alaskan Native	0										0						104	5	23	36	37	1134
Asian	0										0						165	5	41	26	28	1139
Black or African American	2										2						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	153	21	14	78	51	33	22	21	14	1146	153	14	51	22	14	1146	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	0										0						252	<1	3	25	71	1124
Former LEP student - monitoring year 1	0										0						14	0	14	57	29	1136
Former LEP student - monitoring year 2	0										0						17	0	65	35	0	1146
All Other Students	157	21	13	80	51	35	22	21	13	1146	157	13	51	22	13	1146	13273	7	39	33	21	1140
IEP																						
Students with an IEP	19	0	0	1	5	5	26	13	68	1125	19	0	5	26	68	1125	1614	1	8	24	68	1126
All Other Students	138	21	15	79	57	30	22	8	6	1148	138	15	57	22	6	1148	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	39	4	10	18	46	10	26	7	18	1143	39	10	46	26	18	1143	4528	2	26	36	36	1134
All Other Students	118	17	14	62	53	25	21	14	12	1147	118	14	53	21	12	1147	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	157	21	13	80	51	35	22	21	13	1146	157	13	51	22	13	1146	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	157	21	13	80	51	35	22	21	13	1146	157	13	51	22	13	1146	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	9										9						434	7	33	37	23	1139
All Other Students	148	19	13	75	51	34	23	20	14	1145	148	13	51	23	14	1145	13122	6	39	32	22	1140

Level 4 = Proficient with Distinction Level 3 = Proficient Level 2 = Partially Proficient Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162–1180)

Proficient – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142–1160)

Partially Proficient – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134–1140)

Substantially Below Proficient – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100–1132)

STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
4	2	4	2	602	4
9	6	9	6	607	4
5	3	5	3	644	5
Cum. Total*	4	18	4	1853	4
67	41	67	42	5431	37
72	48	72	48	5120	37
77	48	77	48	5312	39
Cum. Total*	46	216	46	15863	37
44	27	42	26	3876	26
30	20	30	20	3857	27
36	23	36	23	3580	26
Cum. Total*	23	108	23	11313	27
48	29	48	30	4958	33
38	26	38	26	4443	32
41	26	41	26	4038	30
Cum. Total*	27	127	27	13439	32

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	27.10	48.4	27.10	48.4	24.90	44.5
D. The Physical Setting	34	61	16.00	47.1	16.00	47.1	15.30	45.0
D1/D2 Space/Earth	11	20	4.80	43.6	4.80	43.6	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	11.20	48.7	11.20	48.7	10.70	46.5
E. The Living Environment	22	39	11.10	50.5	11.10	50.5	9.60	43.6

The MHSA assesses students' science knowledge based on questions that measure the science accountability content strands highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at <http://www.maine.gov/education/lres/pei/index.html>.

Content Strand D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Strand E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2011
SAU: Five Town CSD
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	159	5	3	77	48	36	23	41	26	1143	159	3	48	23	26	1143	13574	5	39	26	30	1141
Gender																						
Male	87	2	2	43	49	18	21	24	28	1143	87	2	49	21	28	1143	7041	6	42	24	29	1142
Female	72	3	4	34	47	18	25	17	24	1143	72	4	47	25	24	1143	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						156	5	33	26	37	1140
American Indian or Alaskan Native	0										0						104	3	23	30	44	1137
Asian	0										0						153	6	44	25	25	1142
Black or African American	2										2						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	155	5	3	76	49	34	22	40	26	1143	155	3	49	22	26	1143	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	0										0						248	1	5	11	83	1128
Former LEP student - monitoring year 1	0										0						13	0	31	54	15	1140
Former LEP student - monitoring year 2	0										0						16	0	50	31	19	1142
All Other Students	159	5	3	77	48	36	23	41	26	1143	159	3	48	23	26	1143	13297	5	40	27	29	1141
IEP																						
Students with an IEP	19	0	0	2	11	2	11	15	79	1132	19	0	11	11	79	1132	1644	1	10	19	70	1132
All Other Students	140	5	4	75	54	34	24	26	19	1144	140	4	54	24	19	1144	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	39	1	3	14	36	7	18	17	44	1139	39	3	36	18	44	1139	4554	2	26	28	44	1137
All Other Students	120	4	3	63	53	29	24	24	20	1144	120	3	53	24	20	1144	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	159	5	3	77	48	36	23	41	26	1143	159	3	48	23	26	1143	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	159	5	3	77	48	36	23	41	26	1143	159	3	48	23	26	1143	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	9										9						430	5	40	25	30	1142
All Other Students	150	4	3	72	48	34	23	40	27	1142	150	3	48	23	27	1142	13144	5	39	26	30	1141

Level 4 = Proficient with Distinction Level 3 = Proficient Level 2 = Partially Proficient Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested. N = Number